

Information Literacy: Approved April 2021

WSU Tech recognizes the importance of Information Literacy in the 21st workplace. As a result, information literacy is one of four outcomes all graduates should be able to demonstrate upon completion of their program coursework. WSU Tech utilizes a standard rubric for the assessment of information literacy. This rubric is based upon the AACU Information Literacy VALUE Rubric and the ACRL Information Literacy Framework. Faculty utilize the range below to determine student performance. Students must achieve a score of 75% or better (15 points) to be considered proficient.

Criteria	Accomplished - 4 points	Proficient - 3 points	Developing -2 points	Novice - 1 point
<p>STANDARD ONE: KNOW Determines the nature and extent of the information needed</p> <p>(What is it you want to know? What kind of information do you need? How much information do you need?)</p>	Able to adopt search processes to topic, knows what key words and phrases to use when searching, and how much information is needed to support topic.	Defines the scope of the research question or assignment completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question/assignment.	Defines the scope of the research question or assignment incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question/assignment.	Has difficulty defining the scope of the research question or assignment. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question/ assignment.
<p>STANDARD TWO: ACCESS Access needed information effectively and efficiently</p> <p>(What is the best way to gather this information? Am I using the best search terms for this search? Which search system or other resource will get me this information?)</p>	Applies different approaches when searching for information to move through the unfamiliar, solve a problem or act.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources or is not relevant to the paper/project.	Accesses information randomly, retrieves information that lacks relevance and quality.
<p>STANDARD THREE: EVALUATE Ability to examine and compare information from a variety of sources to determine reliability, validity, timeliness, authority, and point of view bias</p> <p>(Is this a credible source of information? Is there another interpretation or point of view? How does this new information change what I know?)</p>	Provides an articulate evaluation of the quality, accuracy, credibility, and relevance of the source materials.	Evaluation of the quality and soundness of some sources is present, but analysis lacks depth and focus.	Understand differences in quality of various information sources.	Use of irrelevant sources and no evidence of critical evaluation of the source materials.

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<p>STANDARD FOUR: USE Uses information effectively to accomplish a specific purpose</p> <p>(What is the best method for presenting this information? Will this image convey the message I want? Are these quotes supportive of my ideas?)</p>	<p>Communicates, organizes, and blends information from sources to fully achieve a specific purpose, solve a problem or act.</p>	<p>Communicates and organizes information from the sources but information is meaningfully connected to the student's ideas.</p>	<p>The information is limited, fragmented, and used out of context. The intended purpose is not fully achieved.</p>	<p>Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.</p>
<p>STANDARD FIVE: USE INFORMATION RESPONSIBLY Understands plagiarism issues, observes copyright laws, documents, and communicates sources appropriately</p> <p>(Can I make a copy of this material? Does this material need to be cited? What are the College's policies about academic honesty and plagiarism?)</p>	<p>Aware of College policies regarding academic honesty and plagiarism. Understands the need to cite sources. Uses program specific documentation and communication of credit with no errors.</p>	<p>Aware of College policies regarding academic honesty and plagiarism. Understands the need to cite sources. Uses program specific documentation and communication of credit with few errors.</p>	<p>Aware of College policies regarding academic honesty and plagiarism. Understands the need to cite sources. Understands the need to cite sources. Uses program specific documentation and communication of credit with multiple errors.</p>	<p>Not aware of College policies regarding academic honesty and plagiarism. Does not understand the need to cite sources. Does not know how to document or communicate appropriate credit from original source.</p>